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ABSTRACT

This teaching unit, Introduction to Occupations and Life Styles, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Consumer and Family Studies Occupations Career Cluster, these nine lessons focus on individual abilities, basic needs, likes and dislikes and job selection. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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Project CHOICE
#117

A CAREER UNIT FOR GRADES 3 AND 4

INTRODUCTION TO OCCUPATIONS AND LIFE STYLES

(Consumer and Family Studies Occupations Career Cluster)

[redacted]

January, 1978

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Consumer and Family Studies Occupations Career Cluster

INTRODUCTION TO OCCUPATIONS AND LIFE STYLES

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Consumer and Family Studies Occupation Career Cluster

INTRODUCTION TO OCCUPATIONS AND LIFE STYLES

RATIONALE

For future job selection to be meaningful, one needs to know something about his own needs, wants, skills and strengths. This is a unit in which children will explore what they want out of life.

GOALS

Through this unit, students will:

-Take stock of their abilities.

-Give their priority rating to man's seven basic needs.

-Consider how they most like to spend their time.

-Consider job selection in the light of their needs, abilities and desires.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-List three of man's seven basic needs.

-Name five things they really love to do.

-Name three strong abilities they have.

-Name three jobs they might like to hold someday, and tell why they made these selections.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the affect occupations has on Life Style and/or Life Style on occupational choices:

1. What are some of man's basic needs.
2. Tell me some things you really like to do.
3. Name something you do quite well.
4. What kind of work do you think you'd like to do someday?
5. Why?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Suggested Instructional Materials available from the Instructional Resource Center: Office of the Kern County Superintendent of Schools.

AVAILABLE FROM INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:

MP	681	What Do I See? How Do I Feel?
MP	6283	Neighborhoods Are Different
MP	1179	Take a Look At Yourself
MP	2234	Career Awareness - Computer Industry
MP	5481	What Ecologists Do
MP	4618	I'm Not Stupid

Teacher Reference Books:

Values Clarification, Simon, Howe, and Kirschenbaum. Hart Publishing Co., Inc. New York 1972.

Value Clarification as Learning Process, Hall, Brian P. Paulist Press. New York 1973.

Suggested for Purchase

Soundstrips:

Jelly Bean Company, Part I
Jelly Bean Company, Part II
Career Awareness
People Who Make Things
People Who Influence Others
Adventures in the World of Careers
Public Service Workers
Adventures in the World of Work
Me, Myself and I

COMMUNITY RESOURCES

Ask parents, who represent a variety of occupations, to visit the classroom.

INSTRUCTIONAL STRATEGY: LESSONS 1-9

Lesson 1

PURPOSE To become aware of how self-knowledge affects job selection.

MATERIALS

1. Self-Inventory Sheet, next page.
2. Pencils.
3. Task cards.

INTRODUCTION Say: "When people decide which jobs they want to have, they need to know something about themselves. They need to know about their abilities, needs, and interests. Today you will begin exploring what kind of person you are.

CLASS ACTIVITIES

1. Study and complete Self-Inventory Sheet.
2. Discuss as a group.
3. Do task cards.

SUMMARY Reports from students using task cards.

SELF-INVENTORY SHEET

Directions: Imagine that you are no longer being supported by your family or anyone else. Then consider carefully whether you agree or disagree with following statements. Place an X under the proper heading for each of the ten statements.

Name_____

Date_____

		Agree	Disagree
1.	I know what kind of home (apartment, house, etc.) I would like to have.		
2.	I know what kind of car I would like to have.		
3.	I know what kinds of food I would like to eat.		
4.	I know what kinds of friends I would like to have.		
5.	I know what kinds of neighbors I like.		
6.	I know what kinds of entertainment I enjoy.		
7.	I know what kind of town, city or other area would be a good place for my home.		
8.	I know what kinds of people would like me as a neighbor.		
9.	I know what kinds of clothes I like to wear.		
10.	I know what kind of climate is best for me.		

Lesson 2

PURPOSE To continue exploring items on Self-Inventory Sheet.

MATERIALS

1. Paper and pencil
   or
   Drawing paper and crayons.
2. Task cards.

INTRODUCTION Say: "Yesterday we completed a Self-Inventory sheet which told us some things about ourselves. Today we will explore one or more of these points in greater detail."

CLASS ACTIVITIES

1. Select one or more points on the Self-Inventory Sheet.
2. Children draw a picture and/or write a paragraph to show how they feel about one of the points.
3. Discuss task cards.

SUMMARY

1. Discussion and sharing of pictures and paragraphs.
2. Reports from students using task cards.

Lesson 3

PURPOSE

To become familiar with the list of man's seven basic needs.

MATERIALS

1. Large sheet of butcher paper.
2. 7 felt pens, different colors.
3. Construction paper (in the same 7 colors as pens and cut in small squares or strips).
4. Glue.
5. List of Man's Needs, next page.

INTRODUCTION

Say: "Man has seven basic needs. Earlier we talked about some of them. Let's list as many as we can on this butcher paper."*

CLASS ACTIVITIES

1. List as many needs as children can come up with.
2. Add those left out by the class, check list on page 7.
3. Discuss each grouping carefully.
4. Children will glue the 7 colored strips (in order of their own priority) on a piece of construction paper.

SUMMARY

1. Sharing of priority sheets.
2. Reports from students using task cards.

*List the groups by color. Children will use that color code when gluing the strips to show their priorities.

MAN'S NEEDS:

1. Physical needs - food, drink, air
2. Safety needs - freedom from threat or danger, need for secure and familiar surroundings
3. Love and belonging needs - acceptance and association
4. Achievement needs - strength, competence, reputation, prestige
5. Self-actualization needs - living up to one's potential, fulfilling oneself
6. Cognitive needs - knowing and understanding, exploring and investigating
7. Aesthetic needs - music, art, drama, literature, etc.

Lesson 4

PURPOSE To encourage children to become aware of what they really like to do.

MATERIALS

1. Twenty Loves Worksheet, next page.*
2. Pencil.
3. Task cards.

INTRODUCTION Say: "Today we are going to talk about things we really love to do. We are going to show how we feel by writing twenty things we really love to do."

CLASS ACTIVITIES

1. Fill out Twenty Loves Worksheet.
2. Fill out grid on side.**
3. Discuss and consider what can be learned about oneself from this list.
4. Do task cards.

SUMMARY

1. Summarize discussion.
2. Reports from students using task cards.

*Adjust the number of "loves according to your group and time available.

**After students have made their lists, ask them to check appropriate columns for each of the twenty items.
Key: $-Anything which costs a dollar each time you do it.
A-Things you do alone.
P-Things you do with people.
Y-Things you've done in the past year.
M & F-Things your mother or father would have on their lists.

Name_____

TWENTY LOVES WORKSHEET

	$	A	P	Y	M	F
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Key: $-Anything which costs a dollar each time you do it.
A-Things you do alone.
P-Things you do with people.
Y-Things you've done in the past year.
M & F-Things your mother and father would have on their lists.

Lesson 5

PURPOSE To become formally aware of one's abilities.

MATERIALS

1. Awareness of Abilities Worksheet, next page.
2. Pencil.
3. Task cards.

INTRODUCTION Say: "When selecting a job or career, it is worthwhile to consider one's own special abilities and strengths. Today we will begin thinking about our individual abilities."

CLASS ACTIVITIES

1. Complete and discuss Awareness of Abilities Worksheet.
2. Discuss some of the kinds of abilities and let the children consider what kinds of jobs people sometimes choose in view of their abilities. (Note: be nonjudgemental and accepting in discussing individual abilities and remember to stress the value of all jobs!)
3. Do task cards.

SUMMARY

1. Review discussion.
2. Reports from students using task cards.

AWARENESS OF ABILITIES WORKSHEET

Directions: For each item below, circle the responses you feel most closely describes you.

Name _____

Date _____

1.	I do well in math.	yes	no	undecided
2.	I do well in language classes.	yes	no	undecided
3.	I find it easy to get along with people.	yes	no	undecided
4.	I can usually get people to see things my way.	yes	no	undecided
5.	I talk about myself quite easily.	yes	no	undecided
6.	My writing can be read and understood.	yes	no	undecided
7.	Others usually think that what I write is interesting.	yes	no	undecided
8.	I like to try things out for myself.	yes	no	undecided
9.	I get good grades in science.	yes	no	undecided
10.	I work well with numbers.	yes	no	undecided
11.	I work well with my hands.	yes	no	undecided
12.	I would rather work with ideas than objects.	yes	no	undecided
13.	I am fairly good in art.	yes	no	undecided
14.	I enjoy playing a musical instrument.	yes	no	undecided
15.	I have done well in athletics.	yes	no	undecided
16.	I enjoy outdoor activities.	yes	no	undecided

Lesson 6

PURPOSE To briefly consider how we make choices, and to give practice in decision-making.

MATERIALS

1. Pencil and paper.
2. List on board.*
3. Task cards.

INTRODUCTION Say: "In order to make a good job selection, one needs to know something about how decisions are made and how priorities are set."

CLASS ACTIVITIES

1. Explain decision-making activity.**
2. Either orally or on paper, students will rank the three choices according to their preference. (Number 1, 2, 3).
3. Students will tell why they ranked as they did.
4. Do task cards.

SUMMARY

1. Sharing of ranking, by those who wish to share.
2. Reports from students using task cards.

*$39,000 income

Loving and happy marriage

Super seat belt

**Explain to the children that they are to imagine themselves as parents with hopes and dreams for their child. Tell them that you want them to order the three choices according to what they would most wish for a child of their own. They should be able to tell why they ordered as they did.

Say: "Your child would have a $39,000 a year income. Your child and his/her family would never have to worry about having the things they need and want."
"Your child would invent the ultimate seat belt. It would save thousands of lives and it would be named after him."
"Your child would have a loving and happy marriage, with all of the benefits and satisfactions that go with it."

Lesson 7

PURPOSE

To think about what is meant by life-style, and what affect job selection has on life-style and vice versa.

MATERIALS

1. Large sheet of butcher (mural size).
2. Crayons and felt pens.
3. Paint and brushes.
4. Task cards.

INTRODUCTION

Say: "The way in which you choose to live has a great affect on what kind of job you hold. Today we are going to think about what life-style seems the best for us, and what type of job would suit that life style."

CLASS ACTIVITIES

1. Discuss "life-style".
2. List on the board the components that determine life-style, i.e. entertainment preferences, friends, home desired, attitude toware possessions, amount of money needed, desire for children/ marriage, etc.
3. Assign each child a section of the mural. Each will draw three or more things in his section which give clues to his choice of life style.
4. Do task cards.

SUMMARY

1. Discussion of mural.
2. Reports from students using task cards.

Lesson 8

PURPOSE

To continue to think about the effect of life-style on job choice and vice versa.

MATERIALS

1. Yesterday's mural.
2. Label-sized pieces of sentence strip.
3. Task cards.

INTRODUCTION

Say: "Let's think about specific jobs which would fit into various life-styles."

CLASS ACTIVITIES

1. Give each child at least three labels.
2. Have the children write, on the labels, names of jobs which go with the various life styles depicted in the mural, and attach the labels to the appropriate place.
3. Do task cards.

SUMMARY

1. Discussion of labels. Children should be able to tell why they labeled as they did.
2. Reports from students using task cards.

Lesson 9

PURPOSE

To evaluate what the children have learned about life-styles and occupations.

MATERIALS

1. Tape from pre-test.
2. Tape recorder.
3. Entry Level Assessment.
4. All task cards.

INTRODUCTION

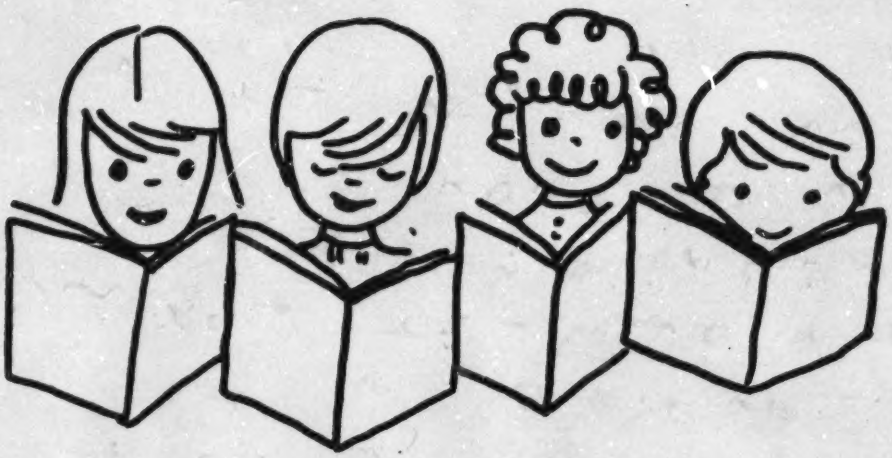
Say: "Today we are going to find out how much we've learned about ourselves, life styles and occupations. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post-test.
3. Free use of all of the task cards.

SUMMARY

The tape acts as a summary for this unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might not have liked, as well as what they did like.



I LOVE TO READ!!

You need:

1. drawing paper
2. crayons
3. lined paper
4. pencil
5. glue

Fold your paper to form a book cover. Glue the lined paper inside. Write a paragraph telling why you love to read (or hate to).

Draw a cover picture illustrating your feelings.

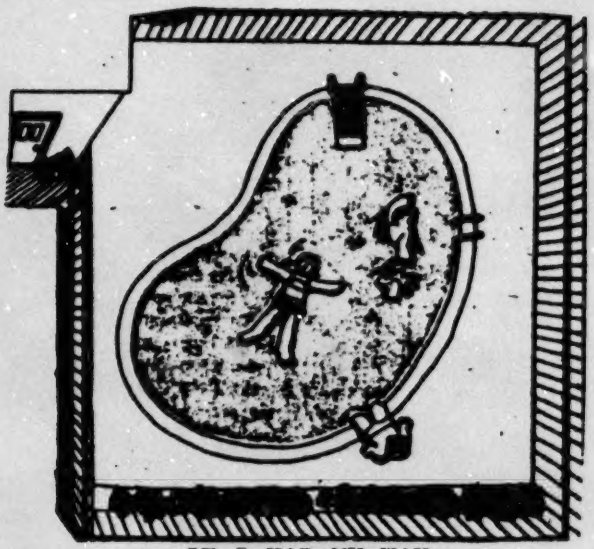
I KNOW

You need:

1. acting ability
2. friends

Role play a classroom situation in which one student never knows the right answer. Be sure to show how he feels.

Role play the reverse situation, showing everyone's reaction to a student who always has the correct answer.



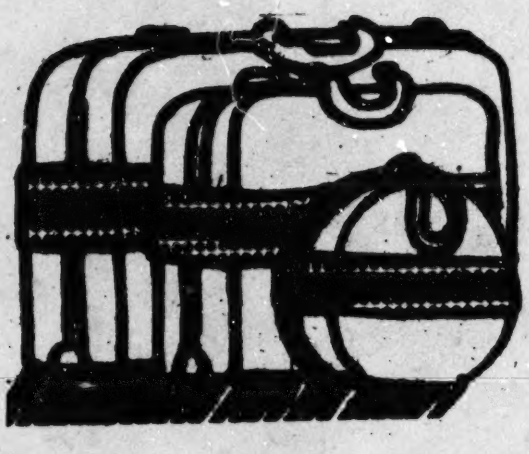
IF I HAD MY WAY

You need:

1. drawing paper
2. pencil and ruler

Draw a bird's-eye-view of a house you would live to live in. Include everything you can think of to make it a house you would be happy in.

TRAVEL! TRAVEL!



TRAVEL! TRAVEL!

You need:

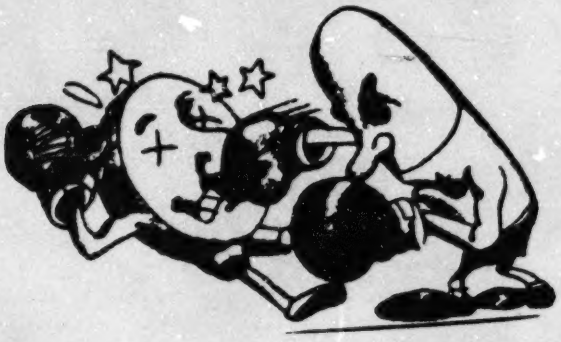
1. travel brochures
2. pencil
3. paper

Read travel brochures to find out about a trip you would like to take.

Write a brief report describing the trip. Draw pictures if you wish.

Tell the class about your trip.

FIGHT IT OUT



You need:

1. knowledge of debating
2. speaking ability
3. three friends

Form two teams to debate the following issue:

City living vs.
Country living

Let the class decide which team presented the better argument.

THE GOOD LIFE

You need:

1. writing ability
2. paper
3. pencil

Using the picture on this task card as "inspiration," write either a description of the scene or a story about it. In either case, tell why you would like to be a part of the picture.

M Y

I

P

P

E

W E E K

You need:

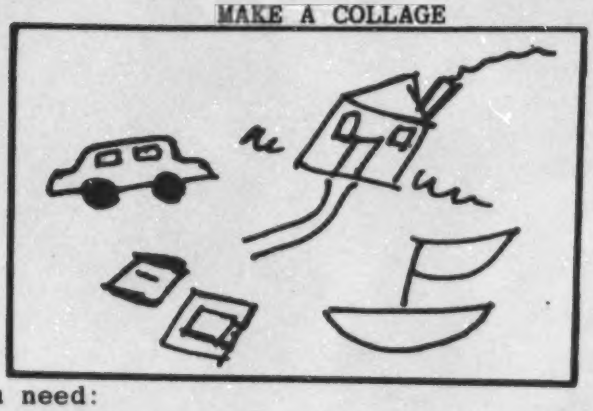
1. drawing paper
2. crayons or felt pens

Divide your paper into seven sections. In the sections, draw pictures of something you would love to do on each day of the week.

Make your pictures bright and colorful.

Share with the class.

MAKE A COLLAGE



You need:

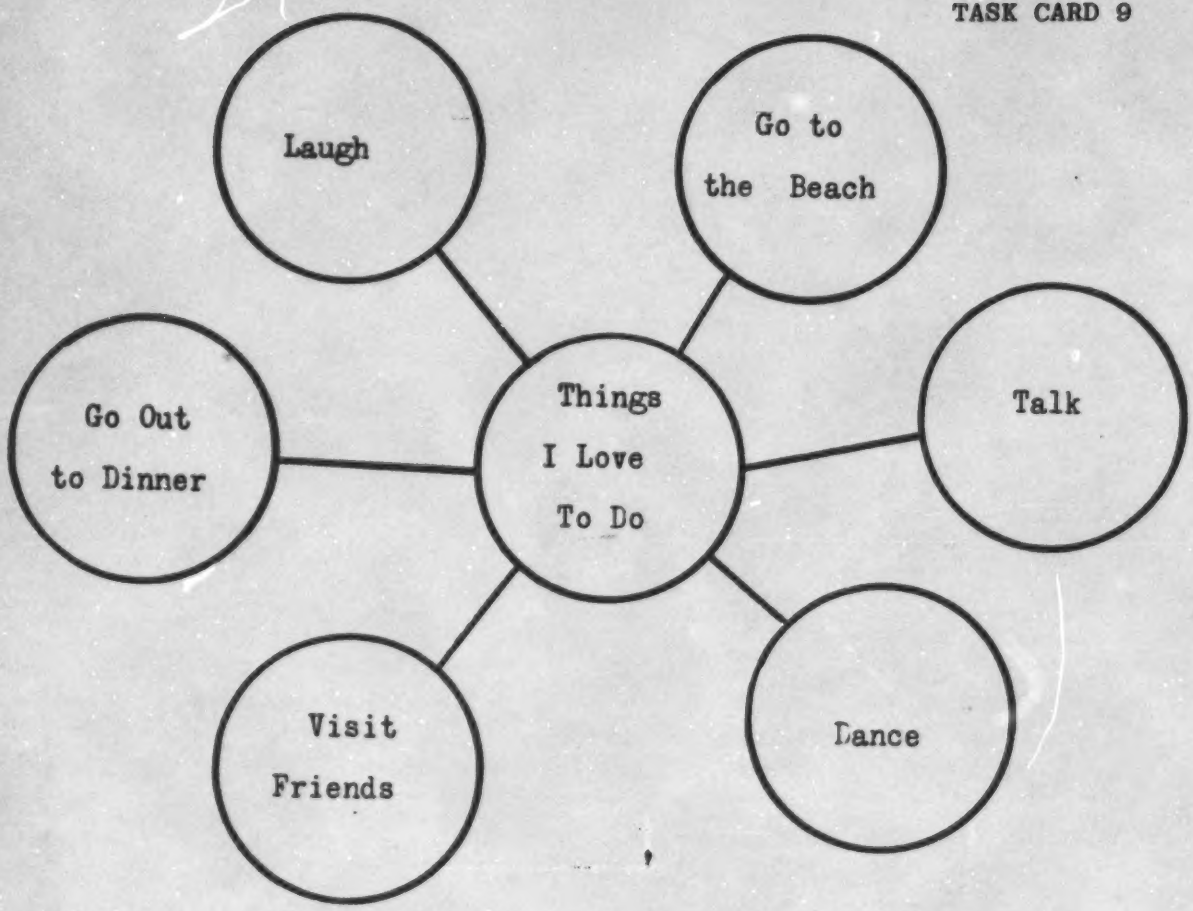
1. magazines
2. glue
3. scissors
4. construction paper

From the magazines cut out pictures of things you would really like to own.

Arrange them in an attractive collage. When you are happy with the arrangement, glue the pictures in place.

Share your collage with the class.

TASK CARD 9



You need:

1. construction paper
   scissors and glue
   or
2. protractor and pencil
   felt pen

Form a wheel like the one above by drawing circles or by cutting them out and pasting them to a sheet of construction paper. Make as many circles as you need.

Here are some suggestions for the center circle:

Things I Hate To Do
Jobs I'd Like To Have
My Best Skills
My Favorite Entertainment
How I Spend My Money
Things I'd Like To Own
Places I'd Enjoy Visiting

MY IDEAL

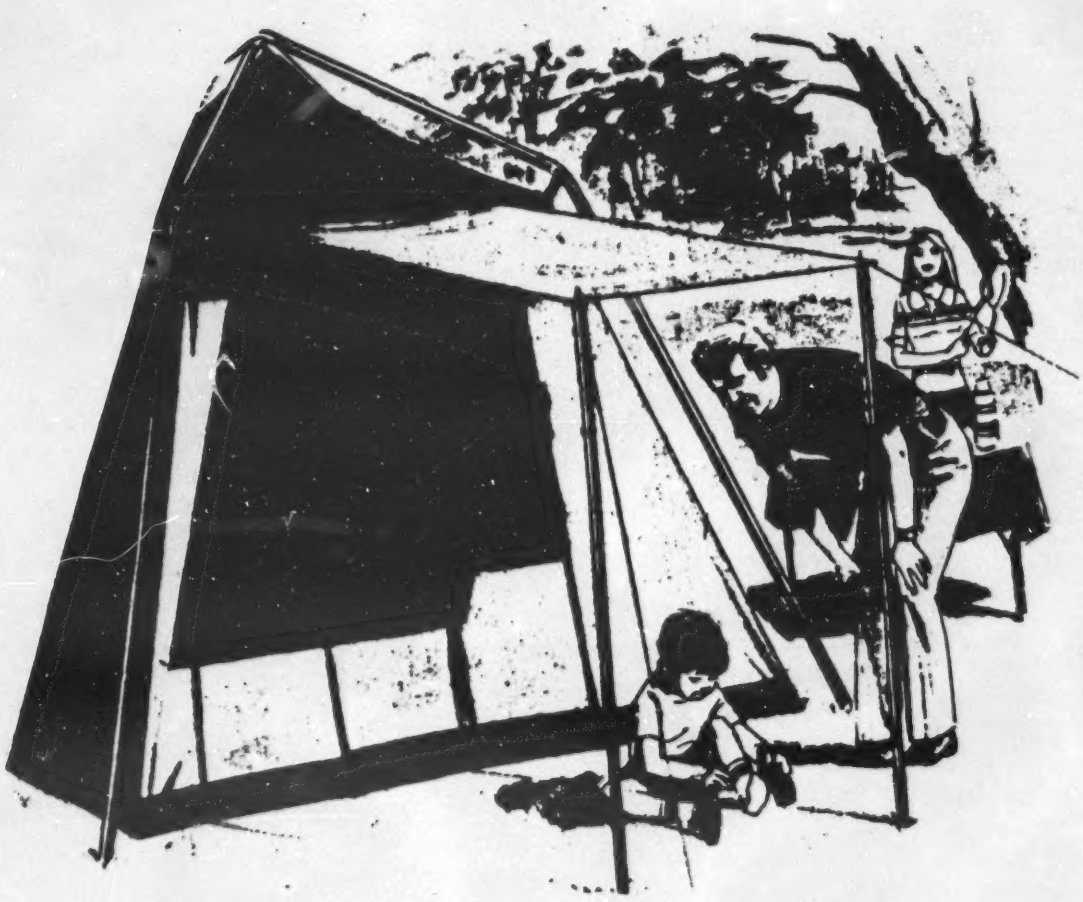
You need:

1. pencil
2. drawing paper
3. ruler

Draw plans for a model apartment complex. Include everything you feel would be needed for happy family living. Label everything clearly.

Be prepared to tell why you think apartment living is preferable to living in a separate family dwelling.

THE GREAT OUTDOORS



You need:

1. pencil
2. paper

Make a list of all the jobs you can think of that would allow a person to work outdoors.

Tell the class about the two you would most like to hold.

HELPING HANDS

You need:

1. desire to help
2. notebook
3. pencil

Perhaps you would like to hold a job which serves others. Practice the art of helping by doing one "good deed" per day for a week.

Record what you did and how you felt about doing it. Tell how you think the receiver felt.

(You may continue your good deeds for as long as you wish.)

you be the judge

You need:

1. critical thinking ability
2. pencil and crayons
3. paper (lined and drawing)

Draw a picture showing a job being performed. Under it, write about the kind of life style you think might go with that job. Include such things as:

Income desired

Amount of free time

Working conditions

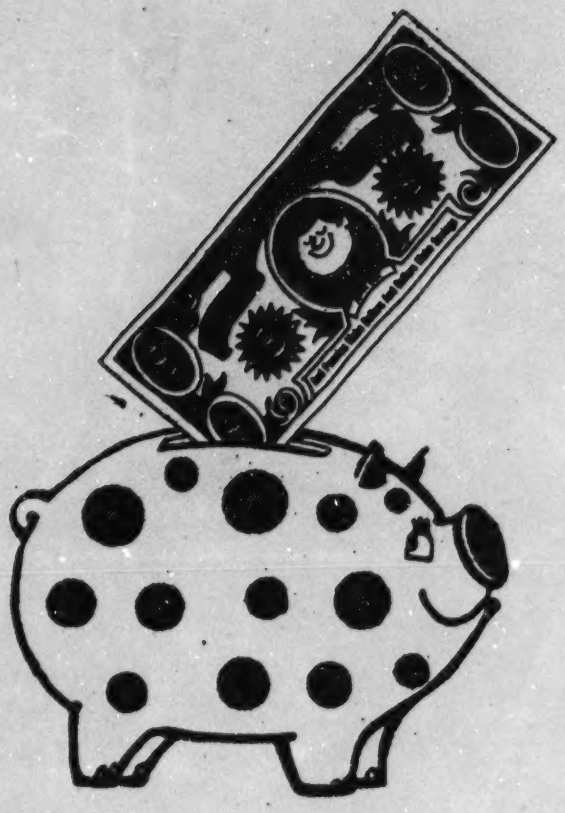
Type of home desired

Is work indoor or outdoor

Boss or employee

Satisfaction of job

TASK CARD 14



A PENNY SAVED

You need:

1. math ability
2. calendar
3. pencil
4. paper

If you're a person who likes to save, figure out how much money you could accumulate if you saved 15¢ a day from September 15th to February 22nd.

or

Decide how much money you would have to save each week for thirteen weeks in order to save $74.54.

YOU CAN'T TAKE IT WITH YOU

You need:

1. catalog
2. pencil
3. paper
4. math ability

If you had $100.00 how would you spend it?

Use the catalog to help you with prices. Make a list of what you choose. List the prices also.

Show your total.

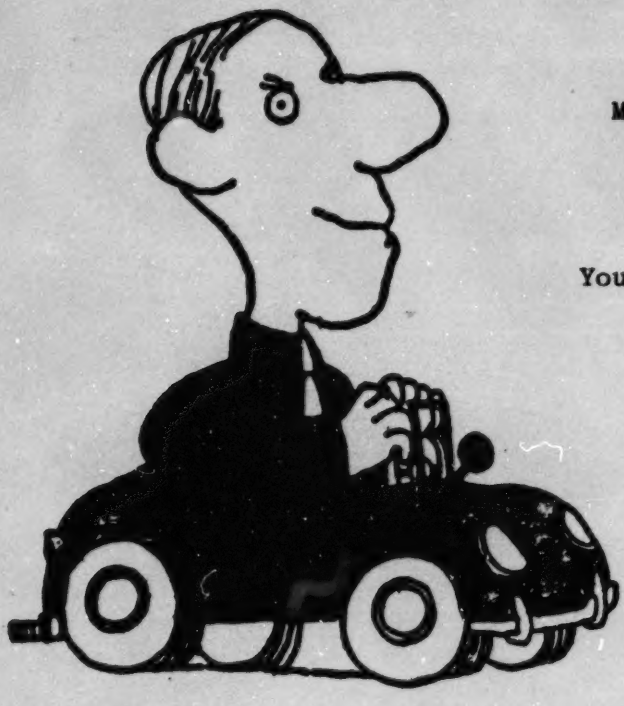
HOW ABOUT YOU?

You need:

1. interviewing skill
2. pencil
3. paper

Set up an interview with a job holder. Ask him how his job suits his life style. Ask him if he chose the job with his life style in mind; if there are conflicts between job and life style; if he would like to change anything about either his job or his life style.

Share your results with the class.



MODEL

CAR

You need:

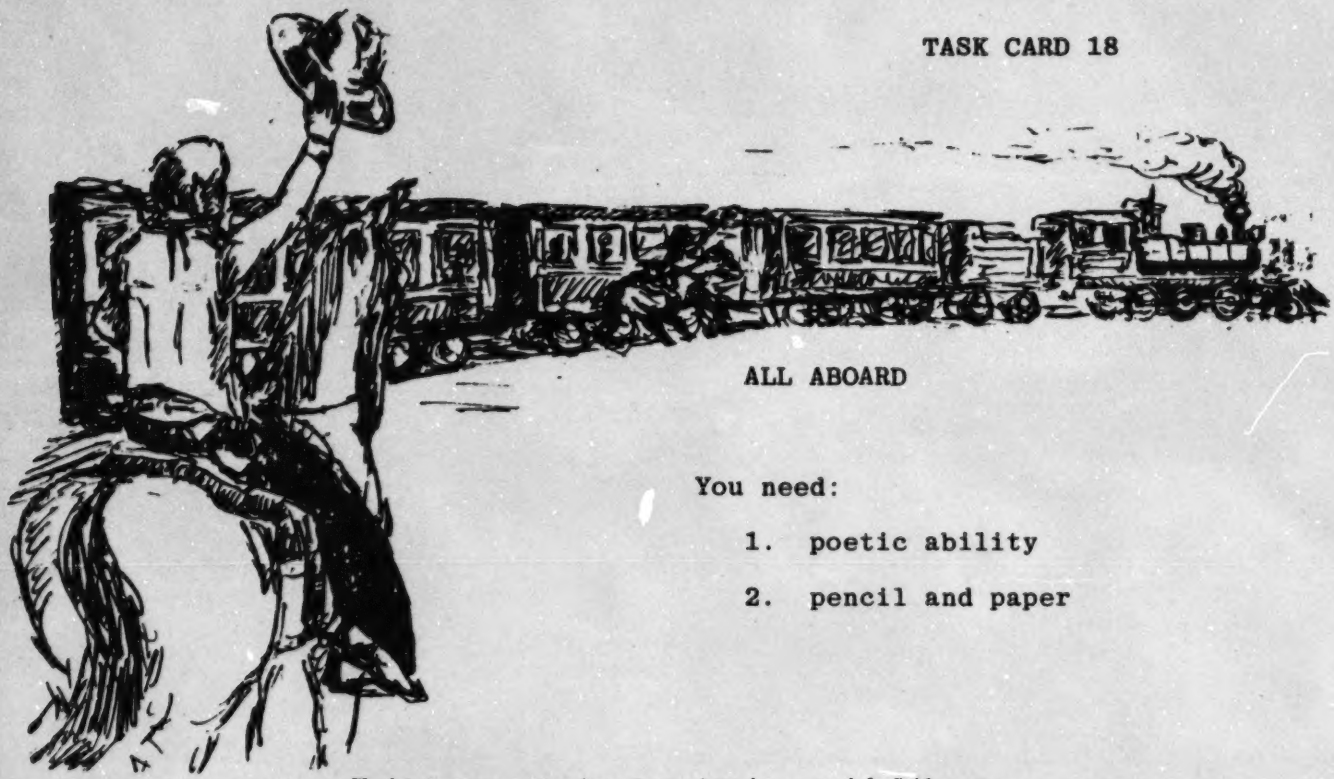
1. artistic ability
2. construction paper
3. glue
4. scissors
5. felt pens

Create a model car you would like to own.

Work carefully and include all the features you feel are important.

Share your "super auto" with the class.

TASK CARD 18



ALL ABOARD

You need:

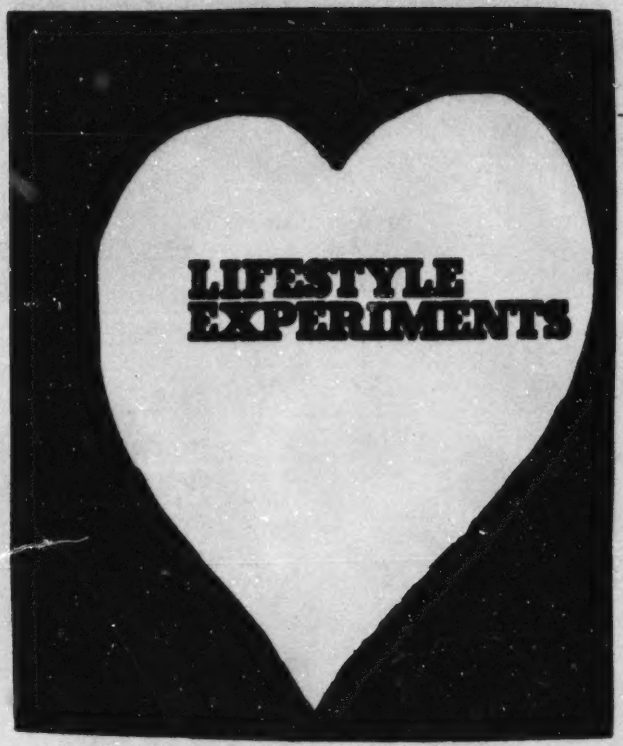
1. poetic ability
2. pencil and paper

Write a poem about a train you'd like to take.

Describe what you see through the window.

Illustrate your poem if you like.

Share your results with the class.



TASK CARD 19

You need:

1. adventurous spirit
2. notebook
3. pencil
4. friend

With a friend (for moral support) try a different life style for a week. Keep a record of the new things you tried and the things you gave up. Describe how you felt about changing your life style.

Some suggestions: Play different games at school; eat a different lunch with different people; wear different style clothing; don't watch TV or watch programs you usually avoid; be neater (or messier) etc.

Share your notes if you wish.

OH, GIVE ME A HOME...

You need:

1. ability to write song lyrics
2. pencil and paper

Using the melody to "Home on the Range" write a song about the kind of home you would like to have. (Include what you'd like around your house as well as in it.)

HOME ON THE RANGE

Oh, give me a home
Where the buffalo roam
Where the deer and the antelope play.
Where seldom is heard
A discouraging word.
And the skies are not cloudy all day.

-chorus-

Home, home on the range.
Where the deer and the antelope play.
Where seldom is heard
A discouraging word.
And the skies are not cloudy all day.